

**THE EFFECT OF USING PREDICT, LOCATE, ADD, AND NOTE
(PLAN)STRATEGY TOWARD READING COMPREHENSION
IN NARATIVE TEXT OF THE SECOND YEAR
STUDENTS AT BUDI DHARMA
SENIOR HIGH SCHOOL
DUMAI**



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PEKANBARU
1434 H/2012 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRACT

RAMADANIS (2012). The Effect of Using PLAN (Predict, Locate, Add, and Note) Strategy toward Reading Comprehension in Narative Text of the Second Year Students at Budi Dharma Senior High School Dumai.

The objectives of this research were to find out the ability of the second year students in comprehending narative reading text without using Predict, Locate, Add, and Note (PLAN) strategy, and to find the ability of the second year students in comprehending narative reading text by using Predict, Locate, Add, and Note (PLAN) strategy, and even to obtain the effect of using Predict, Locate, Add, and Note (PLAN) strategy toward reading comprehension in Narative Text of the second year students at Budi Dharma Senior High School Dumai.

The formulation of problems was answered by using the quantitative research. That was quasi-experimental by using non-equivalent control group design. The design was based on pretest, posttest, and the use of a control group was employed in this research.

The subject of this research was the second year students at Budi Dharma Dumai. The object of this research was the effect of PLAN Strategy. The population of this research was all of the second year students in the academic year of 2011/ 2012. The sample was chosen through cluster random sampling. One was nominated as the experimental group and the other was the control group.

To analyze the data, the researcher used Independent t-test formula. The result of analyzing the data was 4.277. It was compared to t_{table} at significant level 5% (2.00) and at significant level 1% (2.65). T_o was higher than t_{table} . Therefore, null hypothesis (h_o) was rejected, and alternative hypothesis (h_a) was accepted which showed $2.00 < 4.277 > 2.65$

It means that there was significant effect of using PLAN Strategy toward Reading Comprehension in Narative Text of the Second year Students at Budi Dharma Senior High School Dumai.

ABSTRAK

RAMADANIS (2012).Pengaruh Penggunaan Strategy PLAN (Memperkirakan,Melokasikan, Menambah Keterangan, dan Mencatat Kesimpulan) terhadap Pemahaman Membaca Teks NaratifKelas Dua di SMABudi Dharma Dumai.

Tujuan penelitian ini adalah untuk menemukan kemampuan siswa kelas dua dalam memahami teks bacaan naratif tanpa menggunakan strategy PLAN (memprediksikan, melokasikan, menambah keterangan, dan mencatat kesimpulan), untuk menemukan kemampuan siswa kelas dua dalam memahami teks bacaan naratif dengan menggunakan strategy PLAN (memprediksikan, melokasikan, menambah keterangan, dan mencatat kesimpulan), dan untuk mendapatkan pengaruh penggunaan strategy PLAN (memprediksikan, melokasikan, menambah keterangan, dan mencatat kesimpulan), terhadap pemahaman membaca teks naratif kelas dua Budi Dharma.

Rumusan masalah yang akan dijawab dengan menggunakan penelitian kuantitatif. Jenisnya adalah kuasi eksperimen yang menggunakan rancangan kelompok-kontrol nonekuivalen. Rancangan ini berdasarkan pada pra-tes, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian ini.

Subjek penelitian adalah kelas dua di Budi Dharma Dumai. Objek penelitian adalah pengaruh strategi PLAN. Populasi penelitian adalah seluruh kelas dua tahun akademik 2011/2012. Sampel dipilih melalui *cluster random sampling*. Satu kelas ditetapkan sebagai kelas eksperimen dan satu kelas sebagai kelas kontrol.

Untuk menganalisis data, peneliti menggunakan *Independent t-test Formula*. Hasil analisis data adalah 4.277. Hasil ini dibandingkan dengan *t-table* pada level signifikansi 5% (2,00) dan pada level signifikansi 1% (2,65). *T* hitung lebih besar dari pada *t-table*. Oleh karena itu, null hypothesis (h_0) ditolak, dan alternative hypothesis (h_a) diterima yang menunjukkan ($2.00 < 4.277 > 2.65$). Ini berarti bahwa ada pengaruh yang signifikan menggunakan strategi PLAN terhadap pemahaman membaca teks naratif siswa kelas dua di Budi Dharma Dumai.

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This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Effect of Using Predict, Locate, Add and Note (PLAN) Strategy toward Reading Comprehension in Narrative of the Second Year Student at Budi Dharma Dumai”.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the most important things in language skills. The importance of reading becomes an aspect that should be considered among language skills. In finding out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether stated or not stated meaning. Besides, a good comprehension is necessary to comprehend meaning what the writer writes.

Reading is an activity that needs a process and a purpose. The purposes of reading are to gain information or to verify existing knowledge, to critique a writer's idea or writing style, to read for enjoyment or to enhance knowledge of the language being read, to guide the reader's selection of texts, to determine the appropriate approach to reading comprehension¹.

The purpose of reading based on the standardization of English course competences is to understand meaning (interpersonal, ideational, and textual) in some written texts that have communicative purpose, structural text, and certain linguistic. It means that, reading includes a receptive skill. Therefore, a reader should have the best strategy to obtain a good comprehension of the messages in reading text. Therefore, the process of learning is necessary to

¹www.nclrc.org/essential/reading/stratread.htm. Retrieved on December 05, 2010

get a well comprehension. In learning process, a teacher uses a reading strategy in teaching reading. As defined by David Pearson and his colleagues, reading comprehension strategies are “conscious and flexible plans that readers apply and adopt a variety of texts and tasks². Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create the active learning, because the students not only learn by them selves but also discuss or share what they learn with their friends or their teacher.

In order to accomplish students’ need toward reading comprehension, School Based Curriculum (KTSP) provides reading as one of skills that must be taught and learned in senior high school. At Senior High School of Budi Dharma Dumai is one of schools that also use School Based Curriculum (KTSP) as their guidance in teaching and learning process. At Senior High School of Budi Dharma Dumai is reading has been taught since first year of English teaching period. Reading has taught twice in a week with time duration 45 minutes for one hour. According to syllabus 2011-2012 at the second grade, the base competence of reading comprehension refers to capability of students in understanding/ comprehending and responding the meaning in monologue text or essay accurately, fluently, and contextually in the form of text such *as report, narrative, spoof, and hortatory exposition*³.

The success of teaching reading for at Senior High School of Budi Dharma Dumai is determined by many aspects such as: material of reading, facility,

² Michael F. Graves. *Teaching Reading in the 21st century* (New York: A Pearson Education Company, 2001), P. 310

³ Tim Penyusun Syllabus, *Syllabus for Class XI SMA Budi Dharma 2011/2012*, unpublished

teacher competence, and the students themselves. In reading subject, the English teachers have used various methods in teaching like; discussion method, and speech method. Moreover, they are taught by using various methods. But in reality, the results of their English study are still far from expectation of curriculum. Actually, many students who learn English are interested in reading text. But, some of them do not understand and cannot express what they have read. Therefore, those problems are very important to find out the solution, because it has relationship to their success particularly in learning reading as one of the language skills.

Based on preliminary study and observation done by the writer at Senior High School of Budi Dharma Dumai The teacher of English at Senior High School of Budi Dharma Dumai used discussion strategy in teaching reading comprehension. In teaching reading at the first year, the students learn about some of texts such as descriptive, narrative and news item⁴. On the second semester, the students learn the narrative reading text. In teaching reading, the students' reading comprehension is not still maximal although the teacher uses the strategy namely discussion. For example, the teacher explains the material and asks the students learn with the small groups and the teacher gives a text. Then, they are asked to read the reading text. If they find out the difficulties words, they can open dictionary. After that, the students are asked to determine the communicative purposes of text. Then they answer the questions about the text. After that, the students are asked to answer the question together. In this case, the text that is

⁴*Syllabus of Budi Dharma Dumai 2011/2012. Unpublished.*

given by the teacher is narrative text. Narrative text is often fiction in which the values are used to describe and/or to explain human behavior. It involves a setting and a character.

Ideally, the students should be able to comprehend about the reading text and comprehend what they are reading. In fact, they still find out difficulties to comprehend about the reading text even though the teacher has given the learning strategy. The difficulties of the students' reading comprehension can be showed into 5 phenomena:

1. Some of the students are not able to find out the main idea of a text.
2. Some of the students are not able to identify reference in the text.
3. Some of the students are not able to identify meaning of vocabulary in the text.
4. Some of the students are not able to find factual information from the text.
5. Some of the students are not able to make inference from the text.

Based on problems stated above, it needs an appropriate strategy and technique helping them as solution for their problems. There is actually a strategy that can help the students in comprehending the reading text. It is PLAN Strategy. The PLAN strategy is the strategy when students engage in the process of valuing as they reflect about what they have read, critical reading become

imbued with thoughts and feelings. According to Vacca and Vacca, the teacher facilitates student comprehension by introducing the text selection and helping students to use effective prereading strategies such as activating and building background knowledge and making prediction about the content to be learned⁵. PLAN was designed to develop readers' ability to draw upon a personal value base or view of the world⁶. As Etim said that the PLAN strategy promotes active debate, enhancing students' ability to comprehend and to anticipate other's reactions to the text in both prereading and postreading activity⁷. Based on explanation above, it can be concluded that this strategy can be used to teach reading comprehension.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled **“The Effect of Using Predict, Locate, Add, and Note (PLAN) Strategy Toward Reading Comprehension in Narrative Text of the Second Year Students at Budi Dharma Senior High School Dumai City”**.

B. The Problems

1. The Identification of the Problem

⁵ William N. Bender and Martha J. Larkin, *Reading Strategies for Elementary Students with Learning Difficulties*, New Jersey: Corwin Press, Inc, 2003. p. 187

⁶ Anthony Manzo and Ula C. Manzo, *Content Area Reading: A Heuristic Approach*, Columbus: Merrill Publishing Company, 1990, p. 255

⁷ James L. Etim, *Integration K-12 Theory and Practice*, New York: University Press of America, Inc, 2005, p. 52

Based on the background and the phenomena above, there are many problems that make students difficult in reading text in English class. Thus, the problems of this research are identified as follows:

1. Why are the students not able to find out the main idea of reading text?
2. Why are the students not able to identify reference of reading the text?
3. Why are the students not able to identify meaning vocabulary of reading the text?
4. How are the students not able to find factual information of reading the text?
5. How are the students not able to make inference of reading the text?

2. The Limitation of the Problem

Based on the problem above, there are a lot of problems involving in this research. However, the researcher considers the limitation of research based on knowledge, time and finance. Thus, the researcher is necessary to limit the research to the effect of Predict, Locate, Add, and Note (PLAN) strategy toward reading comprehension in narrative text of second year students at Senior High School Budi Dharma Dumai city.

3. The Formulation of the Problem

Based on the Background of the study, the writer formulates the problems in the following questions:

1. How is students' ability of the second year students at Budi Dharama Dumai in comprehending narative reading text by using discusion strategy?
2. How is students' ability of the second year students at Budi Dharama Dumai in comprehending narative reading text by using Predict, Locate, Add, and Note (PLAN) strategy?
3. Is there any significant effect of using Predict, Locate, Add, and Note (PLAN) strategy in narative reading text of the second year students at Budi Dharma Dumai?

C. The Objective of the Research

Based on the problems formulated above, the general objectives of the research are:

1. To find out the students' ability in comprehending reading narativetext by using in Predict, Locate, Add, and Note (PLAN) strategy at the second year of Senior High School Budi Dharma of Dumai City.
2. To find out the students' ability in comprehending narative reading text without usingPredict, Locate, Add, and Note (PLAN) strategy at the second year of Senior High School Budi Dharma of Dumai City.
3. To obtain the data about the effect of using Predict, Locate, Add, and Note (PLAN) strategy toward the students' reading comprehension in narative textof the second year of Senior High School Budi Dharma of Dumai City.

D. The Significance of the Research

These researches findings are hopefully expected to give variable contribution:

1. To the writer as a researcher in term of learning how to conduct a research.
2. This research findings are also expected to give the positive contribution or information to the second year students' of Senior High School Budi Dharma of Dumai City and the teachers of English as determiners of their learning succes.
3. Thereresearch findings are also expected to justify the existing theories in teaching and learning English as language and foreign language, thus how is consent with the current issues on the learning and teaching English.

E. The Definition of Terms

1. Effect

Effect is a change produced by an action or a cause a resulting, an outcome⁸. In this research, it means an action to write a narrative text through plan strategy.

2. PLAN (Predict, Locate, Add, and Note)

PLAN is a study-related strategy for informational text that helps students read strategically. Plan is an acronym for four distinct steps that students are taught to use before, during, and after reading. The basic PLAN procedure is summarized by its title: Predict, Locate, Add, and Note:

Predict : to get selection content based on prior knowledge and experience

Locate : to get Familiar and unfamiliar words or sentences.

Add : to get new information to prior knowledge.

Note : to get new information that can be applied to everyday tasks⁹.

The Predict, Locate, Add, and Note (PLAN) is graphical organizer that helps students summarize the content of a reading selection. This instrument incorporates a number of reading and learning strategies into note-taking tool.

3. Strategy

⁸ Hornby. *Oxford advanced Learner's Dictionary*. (Afrika: Oxford University Press, 2000), p. 422.

⁹ Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and Learning Strategies for Middle and High School Students*. Dubuque, IA: Kendall/Hunt.

Strategy is a series of ordered steps that will allow a student to perform a task. The strategy serves to help the students' efforts (i.e., to do the steps in order) and to remind the student what to do at each stage of the process¹⁰.

4. Reading Comprehension

Reading Comprehension. According to Richards, reading perceives a written text in order to understand its contents¹¹. And according to Sharon comprehension is the active process of constructing meaning from text¹². In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and meaning of the texts.

5. Narrative Text

Narrative text is often fiction in which the values are used to describe and/or to explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal; with society). Theme may be directly stated or implied. The piece makes sense when read from beginning to end¹³.

¹⁰ Robert Reid and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. (New York: The Guilford Press, 2006), p. 18

¹¹ Jack C. Richards, et. al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York: Longman Group, 1992, p. 306

¹² Sharon Vaughn. *Research-Based Methods of Reading Instruction*. (Alexandria, Virginia New York: Association for Supervision and Curriculum Development, 2004), p. 98

¹³ <http://www.ksde.org/>

CHAPTER II

THE THEORETICAL FRAMEWORK

A. The Nature of Reading Comprehension

1. The Nature of Reading

Reading is one of the English skills which should be mastered by the students. According to Brown, there are four skills in English that should be mastered. They are listening, speaking, reading, and writing¹. Reading is an important activity in life with which one can update his/ her knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language². Lince (2005) says that reading is a set of skill that involves making sense and deriving meaning from the printed word³. In addition, Nunan states that reading is also a fluent process of readers combining information from a text and their own background knowledge to build meaning⁴. Reading is an active process which consists of recognition and comprehension skill⁵. The process of reading may be broadly classified into three stages:

¹ Brown H. Douglas. *Teaching by Principle: An Interactive Approach to Language Pedagogy* (Prentice Hall Regents: New Jersey, 1994), p. 217

² M.F Patel and Praveen M. Jain. *Language Teaching: Methods, Tools and Techniques*. (Vaishali Nagar, Jaipur: Sunrise Publishers and Distributors, 2008), p.114

³ Caroline T. Lince and David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc, 2005), p. 69

⁴ David Nunan. *Practical English Language Teaching* (McGraw-Hill Companies: Boston, 2003), p. 68

⁵ M.F Patel and Praveen M. Jain. *Language Teaching: Methods, Tools and Techniques*. (Vaishali Nagar, Jaipur: Sunrise Publishers and Distributors, 2008), p. 113

- a. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure⁶.

Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension⁷. The purpose for reading also determines the appropriate approach to reading comprehension⁸. Michael states that reading is a conscious, deliberate act prompted by a plausible purpose. Purpose is what

⁶ Ibid.,114

⁷ David Nunan. *Practical English Language Teaching*. (McGraw-Hill: New York), p. 68

⁸ Kalayo Hasibuan and Fauzan Anshari. *Teaching English as a Foreign Language [TEFL]*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114

motivates us, helps focus our attention, or gives us goal, something tangible to work toward. He also says that purpose also determines how a selection is to be read-quickly in order to get the gist of the text or slowly in order to really understand the material. Also, having clear purposes aids comprehension⁹.

It means that the primary activity of reading is to comprehend what the text is about. Many readers cannot catch the idea or what the writer talks about. It is caused they do not know the exact meaning of the words that the writer uses.

Based on the definition of reading by the experts above, I conclude that reading is a reader activity having process and some purposes in reading a written language.

2. Microskills, Macroskills, and Strategies for Reading

According to Nunan, the microskills and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension¹⁰.

a. Microskills

- 1) Discriminate among the distinctive lengths in short-term memory.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.

⁹ Michael F. Graves. *Teaching Reading in the 21st century*. (New York: A Pearson Education Company, 2001), P. 248

¹⁰ H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. (California: Longman, 2003), p.188-189

- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, systems (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macroskills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning

of words from context, and activating schemata for the interpretation of the texts.

c. Some Principal Strategies for Reading Comprehension

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
- 4) Guess at meaning (of words, idioms, etc) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

3. Reading Comprehension

Comprehension can be seen as the process of using one's own prior experiences (reader context) and the writer's cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro-processes), inferring relationships between clauses and or sentences (integrative processes), organizing ideas around summarizing ideas (macro-processes), and making inferences not necessarily intended by the author (elaborative

processes). These processes work together (interactive hypothesis) and can be controlled and adjusted by the reader as required by the reader's goals (meta-cognitive processes) and the total situation in which comprehension is taking place (situational context)¹¹. Cooper states that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages¹².

There are two levels of thinking and how each can shape comprehension:

- a. Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading.
- b. Deep level. The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's

¹¹Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (Prentice Hall, Inc: New York). p 9

¹² Egis Fajruna EL-Mubarak. *Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa*. 2009 Unpublished. P 11

point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking¹³.

As Harris and Smith (1989:48) state that there are five factors of reading comprehension. There are¹⁴ :

a. Background experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

b. Language abilities

In the process of reading comprehension, language ability is important. One that must have basic knowledge of the English language such as: syntax, semantic, etc. in order to read a reading text.

c. Thinking abilities

Thinking is a basic component of comprehension, when we read a book, we have to see relationship to make comparisons, follow sequences of events, and engage in many number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

d. Affection.

¹³Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. (America: Stenhouse Publishers, 2005), p. 14

¹⁴Harris A Larry and Smith B Carl. *Reading Instruction*. (New York: 1986, p.48)

Affective factors are important to comprehend educators increasingly recognizing that the students' interest, motivations, attitudes, beliefs, and feeling are important factors that can not be taken for granted or ignored in educational process.

e. Reading purpose

The purpose of reading is important. The purposes may help some students focus on a key issue and a result for better understanding and important aspect of the story.

4. Narrative Text

According to Nur Zaida, narrative is mainly used to entertain and used past tense. However, present tense can also be used within dialogues¹⁵. Narrative text structure is usually the first structure that children are exposed to, and not surprisingly they are often more familiar with it than with other structures. Narratives are generally a sequence of events involving characters, actions, goals, and emotions. Skilled readers typically understand this series of events and expect the story to unfold in a certain way. This leads them to ask relevant questions about the story they are reading while they are reading it. Less skilled readers often lack mastery of this schema and must be taught how text is structured and what relevant questions would be¹⁶.

¹⁵ Nur Zaida, *Practice Your English Competence for SMP/MTS Class VIII*, (Jakarta: Erlangga, 2009), p 81-82

¹⁶Robert Reid and Torri Ortiz Lienemann, *opcit*, 151

The Example of Narative Text

ALI BABA AND THE FORTY THIEVES

There once was a poor woodcutter, named Ali baba. He lived in the small wooden house near the forest.

One day he was gathering wood in the forest when a band of thieves approached. He hid and watched them enter a cave that opened when they said the words, “Alakazam, open!”. After they departed, Ali baba stood before the cave and gave the command “Alakazam, open!”. He was surprised, the cave opened to reveal an anormous supply of gold and treasures. Ali Baba packed some of the gold on his donkeys and returned home.

His brother Qasim was rich but hardhearted merchant, discovered Ali baba’s new wealth, he demanded an explanation. The next day Qasim visited the cave and greedily gathered as much treasure as he could, but forgot the formula for leaving the cave. The thieves opened the cave and found Qasim over there. The leader of the thieves killed him.

Qasim’s wife was worried why her husband did not come for a day. She asked Ali Baba to look for him. Ali Baba went to the cave and was surprised that his brother body home and one knew it and reported that to the leader of the thieves.

The following day, the leader of the thieves planned to kill Ali Baba and he came to his house. He tried to kill him, fortunately his slave, Murganah, helped him. She swung a sword and killed the leader of the thieves. Murganah freed Ali Baba from the murder.

Finally, Ali Baba married Murganah and they lived happily

ever after.

B.

PLA

N

(Pre

dict,

Loca

te, Add, and Note) Strategy toward the Reading Comprehension

1. Definition of PLAN (Predict, Locate, Add, and Note)

The Predict, Locate, Add, and Note (PLAN) graphical organizer helps students summarize the content of a reading selection. This instrument incorporates a number of reading and learning strategies into a note-taking tool¹⁷.

According to Caverly Predict, Locate, Add, and Note (PLAN) is a reading strategy that students use before, during, and after content area reading. This strategy incorporates met cognitive strategies to assist middle school through college level students in selecting the appropriate strategies for a particular task in comprehension¹⁸.

¹⁷Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. *Reading and Learning Strategie for Middle and High School Students*. Dubuque, IA: Kendall/Hunt, (1999).

¹⁸Caverly, D., Mandeville T., & Nicholson, S. (1995) "PLAN: A study -reading strategy for informational text." *Journal of Adolescent & Adult Literacy*, 190-199.

Based on explanation above PLAN (Predict, Locate, Add, and Note) is a strategy developed for textbook reading and reader puts the main idea of the passage into his/her own words, both oral and written forms, and then helps students summarize the content of a reading selection. This instrument incorporates a number of reading and learning strategies into a single note-taking tool.

2. The Procedures of PLAN (Predict, Locate, Add, and Note)

Predict, Locate, Add, and Note (PLAN) is a reading strategy that students use before, during, and after content area reading. This strategy incorporates cognitive strategies to assist middle school through college level students in selecting the appropriate strategies for a particular task in comprehension.

Based on the various procedures that were written by many resources above, the writer adapts these procedures into own procedure to meet the characteristic of students in Indonesia especially in Pekanbaru, reasonably can be applied in the location. They are:

1. Predict

- a. The students Select a reading passage with a well-defined central concept and distribute copies to students.
-

- b. The students scan quickly the text and make predictions about its content from titles and key words.

2. Locate

- a. The students locate what they have known and unknown about information involving in the text on the map by placing checkmarks next to familiar concept and question marks next to unfamiliar concepts.
- b. The students activate and assess their prior knowledge about the topic of text.

3. Add

- a. The students comprehend the content by adding words or short phrases to their map to explain concepts marked with question marks by confirming and extending known concepts marked with checks.
- b. The students are able to evaluate their comprehension with the explanations what they have known.

4. Note

- a. The students note their new understanding by using this new knowledge to fulfill a task. It can be done by using discussion or writing.

- b. The students reinforce their learning and ensure that they have fulfilled their purposes for reading.

C. The Relevant Research

According to Syafi'i¹⁹, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research. Analyze what the point that was focused on, inform the design, finding and conclusion of the previous research²⁰.

In this thesis, the researcher only chooses two relevant researches related to researcher's research. The research conducted by Agvemi Zuhadi Alga in 2009. His research focused about "The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMU 1 Cerenti. It was concluded that based on the analysis of data, In T-table at the 5% grade of significant that referred to 2.01. While in the level of significance 1% is 2.68. It can be read that $(2.01 < 8.26 > 2.68)$. It means that there is significant effect of Directed reading Thinking Activity (DRTA) toward students' reading comprehension on first year students of SMU 1 Cerenti. The researches above are different with the research that will be conducted by the writer. The first research has the similarity in the use procedures or implementation strategy in the classroom. But it has different design and

¹⁹ M. Syafi'i S. *From Paragraph to a Research: A Writing of English Academic Purposes*. (Pekanbaru: LSBI, 2011), p. 122

²⁰ Ibid., 122

name of the strategy. The writer, as the researcher, will conduct a research about the effect of using PLAN strategy toward reading comprehension.

D. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The following treatment as a collection of procedures of the implementation of PLAN (Predict, Locate, Add, and Note) Strategy can be seen as follows:

1. PLAN Strategy as Independent Variable (Variable x)

a. Predict

- 1) Students Select the reading passage and prepare a reading map.
- 2) Students scan quickly the text and make predictions about its content from title.

b. Locate

- 1) Students locate main idea, reference, vocabulary, factual information, and inference. Students place checkmarks next to familiar concept and question marks next to unfamiliar concepts.
- 2) Students activate and assess their prior knowledge about the content text.

c. Add

- 1) Students comprehend the content by adding words or short phrases to their map in order to explain concepts.

- 2) Students evaluate their comprehension by giving explanations of what they have known.

d. Note

- 1) Students note their new understanding by answer questions.
- 2) Students check the questions' answers in groups.

2. Reading Comprehension as Dependent Variable (Variable Y)

- a. The students are able to find out the main idea in the narative reading text.
- b. The students are able to indentify reference in the narative reading text.
- c. The students are able to identify meaning of vocabulary in the narative reading text.
- d. The students are able to find factual information from the narative reading text.
- e. The students are able to make inference from the narative reading text.

E. The Assumption and the Hypothesis

1. The assumption

In this research, the writer assumes that (1) Students' reading comprehension are various (2) Teaching strategy may influence different ability of students in understanding the reading text (3) The ability of the students may be influenced by many factors.

2. The Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

- a. The alternative hypothesis (h_0)

There is no significant effect between PLAN (Predict, Locate, Add, and Note) Strategy toward the students' reading comprehension of the second year of Senior High School Budi Dharma Dumai City.

- b. The alternative hypothesis (h_a)

There is any significant effect between PLAN (Predict, Locate, Add, and Note) Strategy toward the students' reading comprehension of the second year of Senior High School Budi Dharma Dumai City.

CHAPTER III

RESEARCH METHODOOLOGY

A. The Research Design

The type of this research is experimental research. Experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship¹. The design of this research is quasi-experiment design, which uses non-equivalent control group design. According to Joy W. Creswell that quasi-experiment design is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.² Therefore, the researcher used two classes as sample based on the cluster sampling technique. The first class was used as control class taught by using discussion strategy and another was used as an experimental class taught by using PLAN strategy. The two classes got different treatment to measure the effect of the students' reading comprehension. The both of classes were given the same pre-test and post-test, but without giving the same treatment with the control class and the experimental class.

Table III.1

¹ L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc., 2000), pp.36.

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education Ltd., 2008), pp. 645.

The Research Design

CLASS	PRE-TEST	TREATMENT	POST-TEST
Experimental	T1	✓	T2
Control	T1	X	T2

E: Experimental Group

C : Control Group

T1: Pre-Test to experimental and control group

X : Receive the treatment using PLAN strategy

T2: Post-Test to experimental and control group

A. Time and Location of the Research

This research was conducted from March to June 2012 at Senior High School of Budi Dharma Dumai City. It is located on Bintan Street in Dumai city.

B. Object and Subject of the Research

The object of this research was The Effect PLAN (Predict, Locate, Add, and Note) Strategy toward The Students' Reading Comprehension in text. The Subject of this research was the second year students of Senior High School Budi Dharma of Dumai City in the academic year of 2011/2012

C. Population and Sample

1. Population

The population of this research was the second year students at senior high school of budi dharma Dumai City. The total of the second year students

were 256 students. The detail number of students included this following table:

Table III.2
The Total Population of Budi Dharma
Senior High School Dumai

Class	Male	Female	Total
XI Science 1	10	20	30
XI Science 2	15	15	30
XI Science 3	10	20	30
XI Social 1	17	22	39
XI Social 2	22	22	44
XI Social 3	23	18	41
XI Social 4	21	21	42
TOTAL	118	138	256

(Source: Document of Budi Dharma Dumai academic year 2011/2012)

Based on the table above, the total population was 256 students included class XI Science 1, XI Science 2, XI Science 3, XI Social 1, XI Social2, XI Social3, and XI Social 4.

2. Sample

Based on the total population above, the researcher took 2 classes that had the similarity of characteristics. It was done by using cluster Sampling Technique. According to Gay, Cluster sampling randomly select groups, not individuals. All the members of select groups have similar characteristics³. Therefore, the researcher took two classes to represent the population having similar characteristics.

³Gay, L.R. *Educational Research: Competencies for Analysis and Application*. (New Jersey: Prentice-Hall, Inc, 2000), p.129.

The similar characteristics intended for the both of class were: the students taught by the same teacher of English, having the same students' level, and they have the same material about learning of reading. The First Class XI Science 2 was Control Class and The Second Class XI Science 1 was used as an Experimental Class.

D. The Technique of the Data Collection

In getting the data which are needed to support this research, the writer used the test. Test is used to collect the data about the effect of using PLAN Strategy toward students' reading comprehension. In this case, there were two tests; pre-test which was given before the treatment and post-test was given after the treatment. In this test, the writer used multiple choice tests in reading comprehension.

Test

Test was conducted in order to determine the students' reading comprehension. Test was given in the pre-test and post-test. To know the homogeneity of two variances, the researcher took pre-test. According to Punaji, pre-test is given to analyze the homogeneity variance⁴.

The researcher gave test in form of written form (multiple choice items) related to reading comprehension. Before giving pre-test and post-test, the researcher gave try out to the students, did not include as sample in this research, to measure the validity and reliability of each items test.

⁴Prof. Dr. H. Punaji Setyosari, M.Ed. *Metode Penelitian Pendidikan dan Pengembangan*. (Jakarta: Kencana Media, 2012), P. 278

1. Validity of the test

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor that can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Heaton states the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about to compare the result of the test between PLAN and Discussion strategy on Reading Comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy, often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV: Index of difficulty or Facility value

R: The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy of difficulties of each item test that researcher gave to the respondents. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70

2. Reliability of the test

Reliable instrumentation showed that there was a trustworthy or reliable of the test to take the data. In this research, the researcher used Kuder-Richardson formula to measure the reliability of test.

$$r_i = \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p_i q_i}{St^2} \right\}$$

Note:

k : total items

p_i : proportion the correct scores

q_i : 1-p_i

S_t² : total variances

E. The Data Analysis Technique

In order to find out whether or not there was a significant effect of using Predict, Locate, Add, and Note (PLAN) Strategy toward Reading

Comprehension of the second year students of Senior High School Budi Dharma of Dumai City, the researcher used statistical parametric data technique.

The technique of the data analysis that was used in this research was Independent T-test formula⁵.

$$t_o = \frac{Mx - My}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Note:

- M_x : Mean of the experimental class variable
- M_y : Mean of the control class variable
- SD_x : Standard error of mean of the experimental class
- SD_y : Standard error of mean of the control class
- N : The number of case.

The result of T-test formula was compared to T_{table} to determine the significant level of score by using degree of freedom (df). The formula of degree of freedom:

$$df = N_x + N_y - 2$$

Note:

- df : the degree of freedom
- N_x : the number of students in experimental class
- N_y : the number of students in control class

If t_{test} is higher than t_{table} , the writer can conclude that h_a is accepted and h_o is rejected. It means that there is significant effect of using PLAN

⁵ Prof. Dr. Sugiono. *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2011), p. 138

strategy toward the students' reading comprehension. If t_{test} is lower than t_{table} , the writer can conclude that h_a is rejected and h_o is accepted. It means that there is no significant effect without using PLAN strategy toward the students' reading comprehension.

Before the researcher analyzed the data using statistical parametric, the data should be tested to know the homogeneity variance. The homogeneity variance was analyzed by using F formula⁶:

$$F = \frac{\text{The highest variance}}{\text{The lowest variance}}$$

⁶*Ibid.*, p. 140

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

Before the test was given to the subject of this research, the writer tried it out. The test consisted of 25 items. The purpose of trying out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the writer used the formula of validity and reliability.

1. Validity of Instrument Tests

An instrument is valid if it is able to measure what must be measured. In validity of instrument of the test, it can be seen by the difficulties of the test. On the other hand, the test is not too easy and the test is not too difficult. The standard level of difficulty is < 30 and > 70 . Then, the proportion of correct is represented by "p", whereas the proportion incorrect is represented by "q". It can be seen in the following tables:

Table IV. 1
The Students' Ability in Identifying Main Idea

Variable	Identifying Main Idea					N
Item no.	1	6	11	16	21	30
Correct	13	22	19	17	21	
P	0.43	0.73	0.63	0.57	0.70	
Q	0.57	0.27	0.63	0.43	0.30	

Based on the table IV.1, the proportion of correct answer for item number 1 shows the proportion of correct **0.43**, item number 6

Shows the proportion of correct **0.73**, item number **11** shows the proportion of correct **0.63**, item number **16** shows the proportion of correct **0.57**, item number **21** shows the proportion of correct **0.70**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

Table IV.2

The Students’ Ability in Identifying References

Variable	Identifying References					N
Item no.	2	7	12	17	22	30
Correct	21	12	21	17	22	
P	0.70	0.40	0.70	0.57	0.73	
Q	0.4	0.60	0.30	0.43	0.27	

Based on the table IV.2, the proportion of correct answer for item number **2** shows the proportion of correct **0.70**, item number **7** shows the proportion of correct **0.40**, item number **12** shows the proportion of correct **0.70**, item number **17** shows the proportion of correct **0.57**, item number **22** shows the proportion of correct **0.73**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

Table IV.3

**The Students' Ability in Locating the Meaning
of Vocabulary in Context**

Variable	Locating the Meaning of Vocabulary In Context					N
Item no.	3	8	13	18	23	30
Correct	21	20	20	18	21	
P	0.70	0.67	0.67	0.60	0.70	
Q	0.30	0.33	0.33	0.60	0.30	

Based on the table IV.3, the proportion of correct answer for item number **3** shows the proportion of correct **0.70**, item number **8** shows the proportion of correct **0.67**, item number **13** shows the proportion of correct **0.67**, item number **18** shows the proportion of correct **0.60**, item number **23** shows the proportion of correct **0.70**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

Table IV.4
The Students' Ability in Finding Factual Information

Variable	Finding Factual Information					N
Item no.	4	8	14	19	24	30
Correct	14	20	20	16	21	
P	0.47	0.67	0.67	0.53	0.70	
Q	0.53	0.33	0.4	0.33	0.30	

Based on the table IV.4, the proportion of correct answer for item number **4** shows the proportion of correct **0.47**, item number **8** shows the proportion of correct **0.67**, item number **14** shows the proportion of correct **0.67**, item number **19** shows the proportion of correct **0.53**, item number **24** shows the proportion of correct **0.70**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

Table IV.5
The Students' Ability in Making Inference from Reading Text

Variable	Finding Factual Information					N
Item no.	5	10	15	20	25	30
Correct	12	14	12	12	21	
P	0.40	0.47	0.40	0.40	0.70	
Q	0.60	0.53	0.60	0.60	0.30	

Based on the table IV.5, the proportion of correct answer for item number **5** shows the proportion of correct **0.40**, item number **10** shows the proportion of correct **0.47**, item number **15** shows the proportion of correct **0.40**, item number **20** show the proportion of correct **0.40**, item number **25** shows the proportion of correct **0.70**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

1. Reliability of Instrument Tests

The formulation used in this research to measure reliability of try out instruments was Kuder-Richardson.

$$\begin{aligned}
 X_t^2 &= X_t^2 - \frac{(\sum X_t)^2}{n} \\
 &= 6368 - \frac{(428)^2}{30} \\
 &= 6368 - (14.2)^2 \\
 &= 6368 - 201.64 = 6166.36 \\
 St^2 &= \frac{X_t^2}{n} \\
 &= \frac{6166.36}{30} = 205.54 \\
 r_i &= \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p_i q_i}{St^2} \right\} \\
 &= \frac{25}{(25-1)} \left\{ \frac{205.54 - 5.79}{205.54} \right\}
 \end{aligned}$$

$$= \frac{25}{(24)} \left\{ \frac{199.75}{205.54} \right\} = 1,04 \text{ (0,971)} = 1,07$$

2. The Data Presentation of Reading Comprehension (Variable Y)

The way for getting data in Variable Y, the writer had to give pre test to students at experimental and control class. It was needed to find out the homogeneity of students at experimental and control class.

After giving pre test to students, the writer applied the Predict, Locate, add, and Note (PLAN) Strategy to students at experimental class. While discussion strategy was applied to control class. The writer did this strategy to the students for six times. After doing the treatment, the writer gave post test to students for experimental and control class. Then, the writer compared the data from experimental and control class. All those were done in order to find out the significant effect of Predict, Locate, add, and Note (PLAN) strategy toward reading comprehension. The test was multiple choices that consisted of 25 items. The score was gotten from ¹
$$= \frac{\text{Correct answer}}{\text{Total item}} \times 100$$

Total item

To measure the students' reading comprehension achievement, the writer used this standard measurement based on Arikunto in Muslih to fix the score as follows²:

76%-100% : Good

56%-75% : Enough

¹Muslih. "Effectiveness of Collaborative Learning Activity Increasing the Students' English Achievement at the Second Year Students of SMAN 1 Lubuk Dalam Siak." (Unpublished, 2009), p.36

²Ibid.

40%-55% : Less

0%-40% : Bad

Before analyzing the students' reading comprehension achievement, the write presented the result of the students' test. The result of the students test can be seen from the table below:

Table IV.6
The Recapitulation of Students' Pre Test of Experimental Group

Students	Correct Answer	Total Score	Percentage	Level
1	16	64	64%	Enough
2	14	56	56%	Enough
3	18	72	72%	Enough
4	18	72	72%	Enough
5	15	60	60%	Enough
6	15	60	60%	Enough
7	18	72	72%	Enough

8	18	72	72%	Enough
9	15	60	60%	Enough
10	15	60	60%	Enough
11	16	64	64%	Enough
12	14	56	56%	Enough
13	16	64	64%	Enough
14	15	60	60%	Enough
15	16	64	64%	Enough
16	15	60	60%	Enough
17	14	56	56%	Enough
18	16	64	64%	Enough
19	14	56	56%	Enough
20	16	64	64%	Enough
21	17	68	68%	Enough
22	16	64	64%	Enough
23	14	56	56%	Enough
24	16	64	64%	Enough
25	17	68	68%	Enough
26	14	56	56%	Enough
27	16	64	64%	Enough
28	14	56	56%	Enough
29	14	56	56%	Enough
30	18	72	72%	Enough
Total		1880		
Mean		62,66	62,660%	Enough

From the table above, the writer found the total score is 1880 while the highest score is 72 and the lowest score is 56. The main of the students score is 62,66 with percentage 62,660%, categorized as “**Enough**”.

Table IV.7
The Recapitulation of Students’ Pre-Test of Control Group

Students	Correct Answer	Total score	Percentage	Level
1	17	68	68%	Enough
2	14	56	56%	Enough
3	18	72	72%	Enough
4	17	68	68%	Enough
5	18	72	72%	Enough
6	18	72	72%	Enough

7	14	56	56%	Enough
8	14	56	56%	Enough
9	18	72	72%	Enough
10	18	72	72%	Enough
11	17	68	68%	Enough
12	14	56	56%	Enough
13	15	60	60%	Enough
14	16	64	64%	Enough
15	18	72	72%	Enough
16	18	72	72%	Enough
17	14	56	56%	Enough
18	15	60	60%	Enough
19	18	72	72%	Enough
20	17	68	68%	Enough
21	14	56	56%	Enough
22	14	56	56%	Enough
23	15	60	60%	Enough
24	14	56	56%	Enough
25	14	56	56%	Enough
26	14	56	56%	Enough
27	14	56	56%	Enough
28	14	56	56%	Enough
29	16	64	64%	Enough
30	14	56	56%	Enough
Total		1884		
Mean		62,8	62,80%	Enough

From the table above,the writer found the total score is 1884 while the highest score is 72 and the lowest score is 56.The main of the students score is 62,8 with percentage 62,80%, categorized as“ “**Enough**”.

Table IV.8
The Recapitulation of Students’Post-Test of Experimental Group

Students	Correct Answer	Total Score	Percentage	Level
1	20	80	80%	Good
2	19	76	76%	Good
3	22	88	88%	Good
4	20	80	88%	Good
5	19	76	76%	Good
6	19	76	76%	Good
7	22	88	88%	Good

8	20	80	80%	Good
9	19	76	76%	Good
10	20	80	80%	Good
11	20	80	80%	Good
12	20	80	80%	Good
13	16	64	64%	Enough
14	20	80	80%	Good
15	20	80	80%	Good
16	18	72	72%	Enough
17	20	80	80%	Good
18	19	76	76%	Good
19	19	76	76%	Good
20	19	76	76%	Good
21	20	80	80%	Good
22	20	80	80%	Good
23	19	76	76%	Good
24	19	76	76%	Good
25	20	80	80%	Good
26	22	88	88%	Good
27	20	80	80%	Good
28	20	80	80%	Good
29	19	76	76%	Good
30	20	80	80%	Good
Total		2360		
Mean		78,66666667	78%	Good

From the table above, the writer found the total score is 2360 while the highest score is 88 and the lowest score is 76. The main of the students score is 78,66 with percentage 78%, categorized as “**Good**”.

Table IV.9
The Recapitulation of Students' Post-Test of Control Group

Students	Correct Answer	Total Score	Percentage	Level
1	17	68	68%	Enough
2	17	68	68%	Enough
3	20	80	80%	Good
4	17	68	68%	Enough
5	17	68	68%	Enough
6	18	72	72%	Enough
7	19	80	80%	Good
8	15	60	60%	Enough

9	18	72	72%	Enough
10	17	68	68%	Enough
11	18	72	72%	Enough
12	19	76	76%	Good
13	18	72	72%	Enough
14	19	76	76%	Good
15	18	72	72%	Enough
16	19	80	80%	Good
17	17	68	68%	Enough
18	17	68	68%	Enough
19	17	68	68%	Enough
20	18	72	72%	Enough
21	18	72	72%	Enough
22	18	72	72%	Enough
23	19	76	76%	Good
24	18	72	72%	Enough
25	18	72	72%	Enough
26	14	56	56%	Enough
27	14	56	56%	Enough
28	19	76	76%	Good
29	18	72	72%	Enough
30	19	76	76%	Good
Total		2128		
Mean		70,93333333	71%	Enough

From the table above,the writer found the total score is 2128 while the highest score is 80 and the lowest score is 56.The main of the students score is 70,93 with percentage 71% categorized as“ **Enough**”.

3. The Data Presentation of the Effect of Using PLAN Strategy toward Students' Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class:

Table IV. 10
Students Pre-Test and Post-Test of Experimental and Control Class

Students	Experiment Class		Gain Score	Students	Control Class		Gain Score
	Post test	Pre test			Post test	Pre test	
1	80	64	16	1	68	68	0
2	76	56	20	2	68	56	12
3	88	72	16	3	80	72	8
4	80	72	8	4	68	68	0
5	76	60	16	5	68	72	-4
6	76	60	16	6	72	72	0
7	88	72	16	7	80	56	24
8	80	72	8	8	60	56	4
9	76	60	16	9	72	72	0
10	80	60	20	10	68	72	-4
11	80	64	16	11	72	68	4

12	80	56	24	12	76	56	20
13	64	64	0	13	72	60	12
14	80	60	20	14	76	64	12
15	80	64	16	15	72	72	0
16	72	60	12	16	80	72	8
17	80	56	24	17	68	56	12
18	76	64	12	18	68	60	8
19	76	56	20	19	68	72	-4
20	76	64	12	20	72	68	4
21	80	68	12	21	72	56	16
22	80	64	16	22	72	56	16
23	76	56	20	23	76	60	16
24	76	64	12	24	72	56	16
25	80	68	12	25	72	56	16
26	88	56	32	26	56	56	0
27	80	64	16	27	56	56	0
28	80	56	24	28	76	56	20
29	76	56	20	29	72	64	8
30	80	72	8	30	76	56	20
	2360	1880	480		2128	1884	244

From the table above, it can be seen that there is actually significant difference between pre-test and post-test in experiment class. It can also be seen from the difference of the gain in the experimental class and control class. To make it clear, it was analyzed in the data analysis.

There were two requirements of statistical parametric before analyzing the data. The data should be homogeneity variances. In pre-test, the researcher analyzed the data to identify the homogeneity variances between experimental class and control class. The result could be shown on the following table:

Table IV.11
The Homogeneity of Pre-Test

Sample Varian	Variables	$F_{obtained}$	F_{table}	
			5%	1%

	Experimental	Control	0,20	1,85	2,41
S ²	30,22	150,08			
N	30	30			

Based on the calculating by using F formula, the result was 0,20. It was compared to F_{table} at 5% significant level and at 1% significant level.

The testing criteria:

If : $F_{hitung} > F_{tabel}$, there is no homogeny data

If : Jika : $F_{hitung} \leq F_{tabel}$, there is homogeny data

Based on the result, $F_{hitung} \leq F_{tabel}$ (1.85 > 0,20 < 2.41). It means that the variances were homogeny variances. Further, the complicated calculating can be seen on the appendix 5.

B. The Data Analysis

The objects of this research are as follows:

1. To find out students' ability in comprehending reading text by using in Predict, Locate, Add, and Note (PLAN) strategy at the second year of Senior High School Budi Dharma Dumai City.
2. To find out the students' ability in comprehending reading text without using Predict-Locate-Add-Note (PLAN) strategy at the second year of Senior High School Budi Dharma Dumai City.
3. To obtain the data about the effect of using Predict-Locate-Add-Note (PLAN) strategy toward the students' reading comprehension text at the second year of Senior High School Budi Dharma Dumai City.

The data of the statistical result were divided into parts. the data were obtained through pre-test and post-test. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula:

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

Table IV.12
Mean and Standard Deviation

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
M	62.66	78,66	62,8	70,93
SD	6,39	6,42	12,25	5,59
	25,53%		0,001%	

1. Experimental group

$$X = \frac{78,66 - 62,66}{62,66} \times 100\%$$

$$= \frac{16}{62,66} \times 100\%$$

$$= 25,53\%$$

2. Control group

$$Y = \frac{70,93-62,8}{62,8} \times 100\%$$

$$= \frac{8,13}{62,8} \times 100\%$$

$$= 0,001\%$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 25, 53% while the percentage from pre-test to post-test of control group is increasing 0,001%

TableIV.13

The Students' Score of Pre Test in Experimental and control Group

NO	Students	X	Y	x	Y	x ²	y ²
1	student 1	64	68	-0,4	-5	0,16	27,04
2	student 2	56	56	7,6	6,8	57,8	46,24
3	student 3	72	72	-8,4	-9	70,6	84,64
4	student 4	72	68	-8,4	-5	70,6	27,04
5	student 5	68	72	-4,4	-9	19,4	84,64
6	student 6	60	72	3,6	-9	13	84,64
7	student 7	56	56	7,6	6,8	57,8	46,24
8	student 8	56	56	7,6	6,8	57,8	46,24
9	student 9	60	72	3,6	-9	13	84,64
10	student 10	60	72	3,6	-9	13	84,64
11	student 11	64	68	-0,4	-5	0,16	27,04
12	student 12	56	56	7,6	6,8	57,8	46,24
13	student 13	60	60	3,6	2,8	13	7,84
14	student 14	60	64	3,6	-1	13	1,44
15	student 15	72	72	-8,4	-9	70,6	84,64
16	student 16	60	72	3,6	-9	13	84,64

17	student 17	56	56	7,6	6,8	57,8	46,24
18	student 18	72	60	-8,4	2,8	70,6	7,84
19	student 19	56	72	7,6	-9	57,8	84,64
20	student 20	68	68	-4,4	-5	19,4	27,04
21	student 21	72	56	-8,4	6,8	70,6	46,24
22	student 22	72	56	-8,4	6,8	70,6	46,24
23	student 23	72	60	-8,4	2,8	70,6	7,84
24	student 24	64	56	-0,4	6,8	0,16	46,24
25	student 25	72	56	-8,4	6,8	70,6	46,24
26	student 26	56	56	7,6	6,8	57,8	46,24
27	student 27	64	56	-0,4	6,8	0,16	46,24
28	student 28	56	56	7,6	6,8	57,8	46,24
29	student 29	60	64	3,6	-1	13	1,44
30	student 30	72	56	-8,4	-56	70,6	3136
		X= 1908	Y=1884			$\sum \frac{X}{n} = 1227$	$\sum \frac{Y}{n} = 4502,6$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1908}{30} = 63.6$$

$$M_y = \frac{\sum Y}{N} = \frac{1884}{30} = 62.8$$

$$SD_x = \sqrt{\frac{\sum X^2}{N} - \frac{1227^2}{30}} = \sqrt{40.9} = 6.39$$

$$S1^2 = \frac{\sum Fx^2}{(n)} = \frac{1227}{30} = 40.9$$

$$SD_y = \sqrt{\frac{\sum y^2}{N} - \frac{4502.6}{30}} = \sqrt{150.08} = 12.25$$

$$S2^2 = \frac{\sum Fy^2}{(n)} = \frac{4502.6}{30} = 150.08$$

$$F = \frac{S1^2}{S2^2} = \frac{150.08}{40.9} = 3.66$$

Based on the calculating of pre test in experimental group, mean found is 63.6, standard deviation is 6.39 and variance is 40.9 and pre test in control group, mean found is 62.8, standard deviation is 12.25 and variance is 150.08

Table IV.14

The Students' Score of Post Test in Experimental and control Group

NO	Students	X	Y	X	Y	X2	Y2
1	student 1	76	76	0,5	-0,4	0,25	0,16
2	student 2	76	68	0,5	7,6	0,25	57,76
3	student 3	80	80	-3,5	-4,4	12,25	19,36
4	student 4	68	76	8,5	-0,4	72,25	0,16
5	student 5	60	80	16,5	-4,4	272,25	19,36
6	student 6	76	80	0,5	-4,4	0,25	19,36
7	student 7	88	80	-11,5	-4,4	132,25	19,36
8	student 8	80	60	-3,5	15,6	12,25	243,36
9	student 9	76	76	0,5	-0,4	0,25	0,16
10	student 10	80	72	-3,5	3,6	12,25	12,96
11	student 11	76	72	,5	3,6	0,25	12,96
12	student 12	88	76	-11,5	-0,4	132,25	0,16
13	student 13	64	80	12,5	-4,4	156,25	19,36

14	student 14	80	76	-3,5	-0,4	12,25	0,16
15	student 15	64	72	12,5	3,6	156,25	12,96
16	student 16	68	80	8,5	-4,4	72,25	19,36
17	student 17	80	72	-3,5	3,6	12,25	12,96
18	student 18	76	72	0,5	3,6	0,25	12,96
19	student 19	76	68	0,5	7,6	0,25	57,76
20	student 20	76	72	0,5	3,6	0,25	12,96
21	student 21	80	76	-3,5	-0,4	12,25	0,16
22	student 22	76	76	0,5	-0,4	0,25	0,16
23	student 23	76	80	0,5	-4,4	0,25	19,36
24	student 24	76	88	0,5	-12,4	0,25	153,76
25	student 25	76	72	0,5	3,6	0,25	12,96
26	student 26	88	72	-11,5	3,6	132,25	12,96
27	student 27	80	72	-3,5	3,6	12,25	12,96
28	student 28	80	76	-3,5	-0,4	12,25	0,16
29	student 29	76	80	0,5	-4,4	0,25	19,36
30	student 30	80	88	-3,5	-12,4	12,25	153,76
		X=2296	Y=2268			$\sum X^2 = 1239,5$	$\sum Y^2 = 939,2$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{2296}{30} = 76.53$$

$$M_y = \frac{\sum Y}{N} = \frac{2268}{30} = 75.6$$

$$SD_x = \sqrt{\frac{\sum X^2}{N} - \frac{1239.5}{30}} = \sqrt{41.31} = 6.42$$

$$S1^2 = \frac{\sum Fx^2}{(n)} = \frac{1239.5}{30} = 41.31$$

$$SD_y = \sqrt{\frac{\sum y^2}{N} - \frac{939.2}{30}} = \sqrt{31.30} = 5.59$$

$$S2^2 = \frac{\sum Fy^2}{(n)} = \frac{939.2}{30} = 31.30$$

$$F = \frac{S1^2}{S2^2} = \frac{41.31}{31.30} = 1.31$$

Based on the calculating of post test in experimental group,mean found is 76.53, standard deviation is 6.42 and variance is 41.31 and post test in control group,mean found is 75.6,standard deviation is 6.42 and variance is 31.30.

To find out the ability of the second year students at Budi Dharma Senior High School Dumai in comprehending narative reading text without using Predict, Locate, Add,and Note (PLAN) strategy and by using Predict, Locate, Add,and Note (PLAN) strategy, the data were analyzed by using independent t-test formula:

$$t_o = \frac{Mx - My}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Table IV.15
The Gain of the Students' Reading Comprehension by Using Predict, Locate, Add, and Note(PLAN) Strategy

Students	Experiment Class		Gain Score	X	X2
	Post test	Pre test			
1	80	64	16	0	0,00
2	76	56	20	4	16,00
3	88	72	16	0	0,00
4	80	72	8	-8	64,00
5	76	60	16	0	0,00
6	76	60	16	0	0,00
7	88	72	16	0	0,00
8	80	72	8	-8	64,00
9	76	60	16	0	0,00
10	80	60	20	4	16,00
11	80	64	16	0	0,00
12	80	56	24	8	64,00
13	64	64	0	-16	256,00
14	80	60	20	4	16,00

15	80	64	16	0	0,00
16	72	60	12	-4	16,00
17	80	56	24	8	64,00
18	76	64	12	-4	16,00
19	76	56	20	4	16,00
20	76	64	12	-4	16,00
21	80	68	12	-4	16,00
22	80	64	16	0	0,00
23	76	56	20	4	16,00
24	76	64	12	-4	16,00
25	80	68	12	-4	16,00
26	88	56	32	16	256,00
27	80	64	16	0	0,00
28	80	56	24	8	64,00
29	76	56	20	4	16,00
30	80	72	8	-8	64,00
	2360	1880	480		$\Sigma x^2 = 1088,00$

$$Mx = \frac{480}{30} = 16,00$$

$$SDx = \sqrt{\frac{\Sigma x^2}{(n)}}$$

$$= \sqrt{\frac{1088,00}{(30)}} = \sqrt{36,27} = 6,61$$

$$S1^2 = \frac{\Sigma x^2}{(n)} = \frac{1088,00}{(30)} = 36,27$$

Table IV.16
The Gain of the Students' Reading Comprehension by Using Discussion Strategy

Students	Control Class		Gain Score	Y	Y2
	Post test	Pre test			
1	68	68	0	-8,13	66,10
2	68	56	12	3,87	14,98
3	80	72	8	-0,13	0,02
4	68	68	0	-8,13	66,10
5	68	72	-4	-12,13	147,14
6	72	72	0	-8,13	66,10
7	80	56	24	15,87	251,86
8	60	56	4	-4,13	17,06
9	72	72	0	-8,13	66,10
10	68	72	-4	-12,13	147,14
11	72	68	4	-4,13	17,06
12	76	56	20	11,87	140,90
13	72	60	12	3,87	14,98

14	76	64	12	3,87	14,98
15	72	72	0	-8,13	66,10
16	80	72	8	-0,13	0,02
17	68	56	12	3,87	14,98
18	68	60	8	-0,13	0,02
19	68	72	-4	-12,13	147,14
20	72	68	4	-4,13	17,06
21	72	56	16	7,87	61,94
22	72	56	16	7,87	61,94
23	76	60	16	7,87	61,94
24	72	56	16	7,87	61,94
25	72	56	16	7,87	61,94
26	56	56	0	-8,13	66,10
27	56	56	0	-8,13	66,10
28	76	56	20	11,87	140,90
29	72	64	8	-0,13	0,02
30	76	56	20	11,87	140,90
	2128	1884	244		$\Sigma y^2=1999,47$

$$M_y = \frac{244}{30} = 8,13$$

$$SD_y = \sqrt{\frac{\Sigma y^2}{(n)}}$$

$$= \sqrt{\frac{1999,47}{(30)}} = \sqrt{66,65} = 8,16$$

$$S^2 = \frac{\Sigma y^2}{(n)} = \frac{21999,47}{(30)} = 66,65$$

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t_o = \frac{16,00 - 8,13}{\sqrt{\frac{36,27}{30} + \frac{66,65}{30}}}$$

$$t_o = \frac{7,87}{\sqrt{1,20 + 2,22}}$$

$$t_o = \frac{7,87}{\sqrt{3,42}} = \frac{7,87}{1,84} = 4,277$$

$$df = n_1 + n_2$$

$$df = 30 + 30 - 2 = 58$$

Based on the result above, it was interpreted by comparing T_o and T_{table} .
 $DF = 30 + 30 - 2 = 58$ (there is no DF_{58} ; therefore it is used at df_{60}). From the T_{table} , at 5% significant level (2,00) and at 1% significant level (2.65) found that T_o was higher than T_{table} ($2.00 < 4,277 > 2.65$)

The interpretation of testing criteria:

1. If: $T_o > T_{table}$, The alternative hypothesis (H_a) is accepted. It means that: there is significant effect of using Predict, Locate, Add, and Note (PLAN) Strategy toward Reading Comprehension of the Second Year Student at Budi Dharma Senior High School Dumai.
2. If: $T_o \leq T_{table}$, the null hypothesis (H_o) is rejected. It means that there is no significant effect of using Predict, Locate, Add, and Note (PLAN) Strategy toward Reading Comprehension of the Second Year Student at Budi Dharma Senior High School Dumai.

In conclusion, H_o was rejected and H_a was accepted ($2.00 < 4,277 > 2.65$) It means that there is significant effect of using PLAN strategy toward the reading comprehension of the first year students of Budi Dharma Senior High School Dumai.

To identify the level of the effect of using PLAN strategy toward the reading comprehension of the Second year students, it was done by calculating coefficient (r^2) by using the following formula:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{4,277^2}{4,277^2 + 60 - 2}$$

$$r^2 = \frac{18,29}{76,29}$$

$$r^2 = 0,23$$

To find out the percentage of coefficient effect (K_p) , it used the following formula:

$$K_p = r^2 \times 100\%$$

$$K_p = 0,23 \times 100\%$$

$$= 23 \%$$

Based on the analysis data about the students' ability in comprehending narrative text, it showed that mean of the students' ability in comprehending news item by using PLAN strategy was higher than mean of the students' ability in comprehending narrative text without using PLAN strategy. The observation showed that PLAN strategy applied in the experimental class has the significant positive effect toward the students' ability in comprehending narrative text.

The differences of treatment of two classes taught to the homogeny students caused the differences students' scores in comprehending narrative text.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' ability of the second year at Budi Dharma Senior High School Dumai in comprehending narative reading text without using Predict, Locate, Add, and Note(PLAN) was lower. It was caused by different treatment used in teaching learning process.
2. The students' ability of the second year students at Budi Dharma Senior High School Dumai in comprehending narative reading text by using Predict, Locate, Add, and Note (PLAN) was higher.

There is significant effect of using Predict, Locate, Add, and Note (PLAN) strategy in comprehending narative reading text of the second year students at Budi Dharma Senior High School Dumai

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The students' improvement in comprehending narrative text can be seen from the differences of the total mean scores after giving treatment between experimental class using PLAN strategy (**78.66**) and control class without using PLAN strategy (**70.93**).

After analyzing the data by using Independent t-test formula, the researcher found that the result of t_o was higher than t_{table} . ($2.00 < 4.277 > 2.65$). It showed that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. It means that there was significant effect of using PLAN strategy toward reading comprehension of the second year students at Senior High School Budi Dharma Dumai City.

In brief, the differences of scores between students in experimental class and students in control class were influenced by different treatment. Of course, the students' ability in reading comprehension taught by using PLAN strategy has the significant positive effect rather than the students taught without using PLAN strategy.

A. The Suggestion

Pertaining on the research finding, the researcher would like to give suggestion to the teacher, students and the school. From the conclusion of the

research above, it is known that using PLAN can give the significant effect on students' reading comprehension in narrative text.

1. For the teachers, they should improve comprehension in reading text by giving assignment or home work, especially the questions in form of meaning vocabulary in context and making inference, more difficult for the students.
2. For the students, they must be creative to select kinds of reading in order to comprehend the text especially in reading subject.

For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' teaching activities and the most important thing is timing. It means that this activity needs more time in order to give chance to the students.

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